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This followup study was conducted 1 year after the 1966 National Seminar on Vocational Guidance. Questionnaires were sent to 85 participants from the 47 participating states; replies were received from one or more participants from 80 percent (38) of the states. Reports received described 215 outcomes either attributable specifically to the seminar or receiving impetus from the seminar. Positive outcomes reported ranged from in-service education projects (reported by almost every state) through revision of counselor certification standards (reported by two states). Examples of state-level activities are (1) Counselor education and professional development activities were conducted by 70 states, (2) Information services were conducted by 38 states, (3) Promotion and public relations activities were conducted by 44 states, (4) Research and development activities were conducted by 42 states, and (5) Improvement of state-level organization or services was initiated by 16 states. A related document is VT 007 635. (CH)

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Follow-up Study

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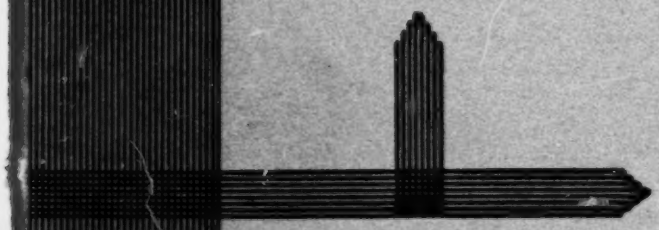
1966

National Seminar on Vocational Guidance

NORTHERN MICHIGAN UNIVERSITY, MARQUETTE, MICHIGAN



Jointly Sponsored by:

American Vocational Association
American Personnel and Guidance Association

VT007634

By
John G. Odgers, Seminar Director
State of Ohio, Department of Education

FOLLOW-UP STUDY

NATIONAL SEMINAR ON VOCATIONAL GUIDANCE

August 21-26, 1966

Northern Michigan University, Marquette, Michigan

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SEPTEMBER, 1968

FOLLOW-UP STUDY
OF
THE 1966 NATIONAL SEMINAR ON VOCATIONAL GUIDANCE
Held at Northern Michigan University
Marquette, Michigan

By
John G. Odgers, Seminar Director
State of Ohio, Department of Education

During the summer of 1967, a follow-up study was made of the 1966 National Seminar on Vocational Guidance. Questionnaires were sent to more than 85 participants from the 47 participating states. Replies were received from one or more participants from more than 80 per cent (38) of the states. Reports received described 215 outcomes either attributable specifically to the Seminar or receiving impetus or influence from the Seminar.

Positive outcomes reported ranged from in-service education projects (reported by almost every state) through revision of counselor certification standards (reported by two states). The following list, by broad category, indicates the number of states having conducted or definitely scheduled vocational guidance activities influenced by the Seminar:

1. COUNSELOR EDUCATION AND PROFESSIONAL DEVELOPMENT

    a. Workshops, Conferences, Or Other In-Service Education ---------- 37

    b. Summer Counselor Education Institutes Or Seminars ---------- 18

    c. Improvements In Pre-Service Counselor Education Programs ---------- 6

d. Specific Consultative Projects Or Services ---------- 9

2. INFORMATION SERVICES

a. New Publications (Educational And Occupational Information, Bibliographies, Newsletters, etc.) -------- 25

b. Collection And Dissemination From Other Sources ---------- 13

3. PROMOTION AND PUBLIC RELATIONS (INTERNAL AND EXTERNAL)

a. Improved Relationships With Other Units Of The State Department Of Education ---------- 19

b. Improved Relationships Or Specific Projects With State Employment Service ---------- 6

c. Public Relations Activities, Primarily Involving Business And Industry --- 11

d. Identification And Use Of Resources (Other Than State Employment Service) ---------- 8

4. RESEARCH AND DEVELOPMENT

a. Evaluations And Surveys Of Program Needs (Including Follow-Up Studies) -- 22

b. Assisting Or Helping To Finance Pilot, Experimental Or Demonstration Projects ---------- 6

c. Development Of Materials Or Of Project Recommendations ---------- 9

d. Exchange Of Information With Other States ---------- 5

5. IMPROVED STATE-LEVEL ORGANIZATION OR SERVICES

a. Expansion Of State Staff For Vocational Guidance Services ---------- 7

b. Coordination Of Programs Or Projects With Other State Department Of Education Services (Vocational Education, Instruction, Special Education) ---- 7

c. Revision Of Counselor Certification Standards ---------- 2

In addition to these specific product or action outcomes, many respondents wrote letters expressing appreciation for the impact of the conference on their general insight, values, and attitudes as these related to the need for an increased emphasis on the vocational aspects of state and local guidance programs and counselor education services. The following quotations indicate reactions received:

> "The longer I am away from the Conference, the more I realize how very much I learned about the importance of emphasis being placed on Vocational Counseling today. It was, indeed, one of the finest conferences I have ever attended."

> "I do feel that the seminar was an invaluable personal experience. Becoming acquainted with and sharing information and experiences with other state supervisors promotes future communication which may be hard to measure but which is a valuable outcome of this type of seminar. We should have something similar every year in the summer for state supervisors."

"I believe you've had the first conference in a new start for guidance in schools. It was an important occasion."

"Marquette's contribution was to make easier a more effective implementation of our plans."

"I am sure that this seminar had greater influence on the State of _____ than may be conveyed by this brief report. ..... The 1966 National Seminar on Vocational Guidance served a valuable function in giving direction to guidance activities in _____. The dialogue, concepts developed, and motivating influence... should not be underestimated."

"We did everything that I had hoped we would... The type of thing which you started at this workshop is something that can swell into a national influence in our entire movement."

The balance of this report consists of excerpts taken from follow-up reports submitted by seminar participants. They are reported on the basis of the categories listed, above, and illustrate the broad influence of the seminar on the activities and services of state departments of education.

1. COUNSELOR EDUCATION AND PROFESSIONAL DEVELOPMENT

   a. Workshops, Conferences, Or Other In-Service Education:

      "Several weeks after the beginning of the 1966-67 school year, three regional one-day conferences were conducted for vocational guidance coordinators.

These conferences provided for the coordinators: (1) an orientation to the state program of vocational and technical education, and (2) an orientation to the philosophy and purpose of the State Program of Vocational Guidance. Staff consultants from the Program Planning and Evaluation Unit and the Vocational Guidance Service of the State Board conducted these conferences.

"During the month of April, 1967 the Vocational Guidance Service conducted a three-day conference concerning post-secondary opportunities for occupational training in the state. Specialists in post-secondary vocational and technical education were on the program for the purpose of improving and extending the knowledge of secondary school guidance personnel concerning this type and level of education. One hundred fifty-nine persons representing 127 secondary schools and junior colleges participated in this conference."

"Scheduling a first statewide meeting of vocational guidance coordinators and their administrators to assist in clarifying the role of the vocational guidance coordinator and to share current information relating to vocational education."

"In-service training of key counselors who in turn have held their own conferences in five (5) regions throughout the state. The purpose being to share information as to manpower needs;

projections with respect to the world of work; and up-dating the concepts of the psychology of career choice."

b. Summer Counselor Education Institutes Or Seminars:

"The State Board of Vocational, Technical and Adult Education in cooperation with _____ State University is conducting a two-week institute for high school counselors, June 19-June 30. The objective of this institute is to help counselors by providing them with needed vocational and occupational information. The institute comes about as a direct result of formal and informal conversations at the seminar concerning the need for this type of institute. The success of one other state with a similar institute of shorter duration prompted us to try it."

"The Bureau has provided financial assistance through NDEA to two workshops for junior college counselors desiring to improve their skills in vocational counseling. The programs are to be conducted on state college campuses and will include appropriate work experiences in local business and industry for the participants."

c. Improvements In Pre-Service Counselor Education Programs:

"Students in both the first and second (post master's) years of their counselor preparation have been introduced to the philosophy and methods of vocation-

al education in courses offered by the Vocational Education Department. This is a new aspect of counselor preparation at this University and is nearly entirely a result of the National Seminar. Sufficient time has not yet passed to determine adequately the value of this innovation for school counselor preparation. However, those counselors who have completed such courses have expressed enthusiasm for the experience. Vocational educators in the classes with counselors have also expressed appreciation for the opportunity to better understand the work of their professional colleague who provides vocational guidance."

d. Specific Consultative Projects Or Services:

"Several meetings have been held with the members of the state supervisory staff to explore ways in which counselor educators, school counselors, and state supervisory staff may work together more effectively. The general concern is to effect a smoother transition from theory into practice. This activity is still in the developing stage. It grew out of the experience at the National Seminar where counselor educators and state supervisory staff were able to exchange productively ideas and concerns. I believe this activity will develop into the most significant outcome of the seminar. A panel at the APGA Conference in Dallas was a direct result of some of the early discussion of such a counselor-educator-state supervisory staff relationship."

"The state consultants have encouraged school districts to plan vocational guidance projects or activities, apply for federal funds under NDEA, VEA, or both to provide for a portion of the operating costs, and to carry out the projects during the school year or in the summer session as integral parts of the school guidance programs. A significant increase in the number of such projects over the previous year has been noted and school and community reactions to the activities have been commendatory."

2. INFORMATION SERVICES

a. New Publications (Educational And Occupational Information, Bibliographies, Newsletters, etc.):

"The development of a state Apprenticeship Notebook providing school counselors with information on the requirements for entry, the contact persons, and the location of available apprenticeship training programs in our state."

"A brochure was prepared on the offerings of the Area Vocational-Technical schools in the state. This was made available in quantity to school counselors so that copies might be given to the individual students if desired. A follow-up project, not yet completed, is to publish a looseleaf listing of all offerings, in which a separate page will be used to outline the course content, entrance requirements, incidental costs, housing, and other per-

tinent information. It is planned to have this revised annually to bring it up-to-date or to add to whenever new courses are available."

"School counselors are handicapped by not having an approrpiately indexed list of non-baccalaureate scholarships for students wishing to pursue post-secondary vocational and technical education programs. Therefore, in response to a request from the State Vocational Counseling specialist, the Research Coordinating Unit is collecting data on the post-secondary vocational and technical scholarships available, and publishing a Catalogue of Vocational and Technical Education Scholarships for use by school counselors throughout the state."

b. Collection And Dissemination From Other Sources:

"An extensive number of films and filmstrip programs in the vocational and technical occupation areas are loaned to counselors throughout the state. ... Plans are now being made to purchase tapes and cover additional occupations."

"The Guidance Division has increased by about 80% the flow of vocational information to the counselors of the state. In progress is a booklet describing and identifying the vocational training schools and the trade programs that are offered."

"This office, with an assist from one of the local papers, has been placing in a one-day printing, a column entitled "Career Guidance Tips." Every type of occupational endeavor hopefully will be covered. ..... The printings from this column have been photographed and have been placed in every secondary school guidance office and library. ... We have now had some forty occupational areas covered by these articles, with hopefully hundreds more to come. The newspaper column is now being produced, copied or reprinted in several other states.

"The above is just one example of the influence of the Seminar and is directly related and an outgrowth or awaking that resulted from the conference. ..... The columns described above and enclosed with this letter have had a meaningful effect on our counselors. Specific jobs, and occupations have been the discussion point at our counselor workshops, counselors have ... contributed topics they wished to see studies on, and have suggested experts to cover various fields.

"The columns on FBI - Baseball and few others have been injected for reader interest and to attract youngsters. The columns on such items as Health Education were used to educate our own counselors on new educational opportunities."

3. PROMOTION AND PUBLIC RELATIONS (INTERNAL AND EXTERNAL)

a. Improved Relationships With Other Units Of The State Department Of Education:

"Consultants in the Bureau of Pupil Personnel Services and in the Vocational Education Section have worked more closely together than previously in a variety of programs on vocational guidance. A guidance consultant made major presentations at a statewide meeting of 120 directors of vocational education and at a statewide meeting of 500 persons interested or actively engaged in programs of work experience education. He is also serving on the state advisory committee on work experience education. Vocational educators, in turn, have been invited to speak at a number of regional conferences of school counselors held under NDEA, Title V, auspices."

"A follow-up of the regional workshop on 'Vocational Guidance as an Integral Part of the Curriculum - Grades K-14' was conducted and a State Department commitment made to give this concern top priority in state curriculum development."

b. Improved Relationships or Specific Projects With The State Employment Service:

"A revision of the State Employment Service - School Cooperative Relationship Project is presently in the planning stage and has been stimulated by comments made at the seminar on the

need for cooperation between employment counselors and school counselors. The project was also stimulated by the speech made by Grant Venn who proposed that the schools become directly involved in placing students on jobs. The project includes (a) development of a publication describing areas of cooperative relationship between the Employment Service and the schools, (b) study and revision of the publication by representatives from the Employment Service and the schools, (c) distribution of the finalized publication, and (d) encouragement of local meetings between employment offices and the schools throughout the state."

"A series of weekly Industrial Seminars for counselors has been sponsored jointly by this Department, the Chamber of Commerce, and the State Department of Employment Security."

c. Public Relations Activities, Primarily Involving Business and Industry:

"An embryonic start has been made by seeking the cooperation of State Employment Service officers and of industry groups. These groups have served as consultants and as field trip hosts for graduate vocational guidance classes. Relationships have been established that can be pursued with regard to more formal plans for establishing cooperative programs."

"An article by the State Guidance Supervisor, 'Career Guidance For Girls,'

published in the February 1967, American Soroptimist, outlined the career guidance problems which face girls. The article stressed the contributions which Soroptimist members might make as 'role models,' Career Day speakers, and as successful women to whom girls might be referred through the junior and senior high school guidance people. The article seemed to reach many women relatively unaware of the problem, for I've had a lot of feedback on it, including an invitation to speak at a large Chapter of Delta Kappa Gamma on the subject."

d. Identification And Use Of Resources (Other Than State Employment Service):

"During this past year and also planned for this coming year are cooperative relationships with other agencies and organizations in the state. These include the Department of Labor, the Selective Service System, the Office of Economic Opportunity, the Vocational Rehabilitation Services, Educational Guidance and Opportunities Program, Upward Bound Program, and the State Manpower Coordinating Committee. ... In developing on-going activities with the various agencies, we are focusing on a better identification of the needs of children in the state, provision for better vocational guidance activities, development of better sources of occupational information and occupational trends, to assist counselors, parents, and students in vocational decision making and in the better placement of students in high school and after graduation."

"The Area Vocational Information Consultants Project is essentially to provide a reservoir of individuals trained in identifying local occupational information from available sources, prepared in a manner to be effective in working with students in local public schools. This is seen as a first step in a process of developing statewide local occupational information at some future date when either a computer information base or the micro fiche approach might be utilized."

"A series of three regional Occupational and Career Conferences for school counselors was held during the 1966-67 school year to stimulate communication between leaders in business and industry and school counselors. The conferences were sponsored jointly by Guidance Services, Vocational Education, and the local Chambers of Commerce. Similar conferences are being planned for the 1967-68 school year."

4. RESEARCH AND DEVELOPMENT

a. Evaluations And Surveys Of Program Needs (Including Follow-Up Studies):

"In the fall of 1966 a project was started aimed at encouraging school counselors to engage in more adequate follow-up of high school dropouts and graduates, one, two, and five years after leaving school. The project had five phases:

"1. Development of a follow-up questionnaire that would provide in-

formation of value for a variety of schools.

"2. Development of a format for collection of in-school data to be related to the follow-up data.

"3. Preparation of a program for computer analysis of data.

"4. Development of systematic sampling procedures for data collection to assure that data are representative information.

"5. Introduction of the instrument and procedures to school counselors attending the summer Vocational Guidance Seminars.

"At the present time, the questionnaires have been used at the University School on a pilot basis. A modified questionnaire was used by thirty-nine school counselors. A revised questionnaire will be used by an additional forty counselors. The data from this administration will be used to further evaluate the instrument. If the findings of this evaluation indicate the instrument has value, it will be made available to all interested counselors.

"The project received impetus from the National Seminar participants' comments on the lack of information about the relative value of school programs to prepare youth for work as well as for college."

"An Analysis of the Degree to Which

High School Students Are Being Oriented Toward Vocational and Technical Goals is the title of a study currently in process. The principal investigator, a public school counselor, is measuring the extent to which vocational counselors in the public high schools in the state are discussing vocational goals with the students. Recommendations for the improvement of the state vocational counseling program should result from this investigation and analysis."

"The statewide follow-up study is to be completed this coming winter. ... This follow-up will be tabulated in the Department of Education and recommendations, in terms of findings, will be made to each local school. This follow-up should have the greatest single effect on vocational course offerings of any activity the Department of Education has ever promoted."

b. Assisting Or Helping To Finance Pilot, Experimental or Demonstration Projects:

"In cooperation with the Ford Foundation's Western States Small Schools Project, the Vocational Division and the Guidance Division of the State Department of Education have carried on a program of career selection in selected small schools. This office has provided both consultants and financial aid to this project. This office has cooperated with a Title III project that is building a library of taped job interviews with local tradesmen."

"An expansion of a special pilot pro-

gram for informing counselors about vocational opportunities and concerns has been funded by the federal government and conducted in an urban County."

c. Development Of Materials Or Of Project Recommendations:

"The Guidance and Counseling Division of the State Department of Education, in cooperation with a State College, sponsored a 2-week workshop during June 1967 for the purpose of developing a guide for a developmental vocational guidance program K-12. Twenty selected participants were invited to attend the workshop, representing school counselors, elementary and secondary teachers, vocational education teachers, and school administrators. The group was divided into smaller groups having assignments for writing materials especially applicable to the group assigned. These groups were Grades K-3, 4-6, Junior High, and Senior High. Counselor educators, representatives from business industry, and staff members from other divisions within the State Department of Education were brought before the group as consultants in the preparation of this guide."

d. Exchange Of Information With Other States:

"An effect difficult to specify was the opportunity to exchange ideas and learn of programs in different areas of the country. I have knowingly drawn on ideas from Georgia, Hawaii, Colorado, and Oklahoma. I am sure that many ideas I now espouse as my own were, at least in part, derived from some of the presentations at the conference."

"The conference proved a good opportunity for developing communication with guidance personnel in other states. Among the states with which there has been contact as a result of the National Seminar are included: Rhode Island, New Hampshire, Georgia, Mississippi, Utah. The materials which were collected and shared at the Seminar have found use on a number of occasions, either in the guidance section or by the Division of Vocational Education."

"As a result of the personal acquaintances developed at the Seminar, I have collected information about the GATB from Charles Baker (Kansas), and information about the evaluation of guidance from Bill McCreary (California). I have sent information about GATB to California, West Virginia, and Massachusetts; information about vocational education surveys to Florida; and information about the evaluation of guidance to four or five other states."

5. IMPROVED STATE-LEVEL ORGANIZATION OR SERVICES

a. Expansion Of State Staff For Vocational Guidance Service:

"The appointment to the State Department of Education staff of a second Supervisor of Guidance, paid by Vocational Education Act money, but working in the Division of Instruction. His specific responsibility is to serve as a specialist in the vocational aspects of the state's total guidance program. Also, the appointment of one person to fill a similar supervisory-

vocational specialist role in one of our largest counties, paid with V.E.A. funds."

"Since my return from the Seminar, many interesting things have developed. Perhaps the one item most pertinent to the subject at hand, is the appointment of a State Supervisor of Vocational Guidance, which was made a few weeks after my return."

b. Coordination Of Programs Or Projects With Other State Department of Education Services (Vocational Education, Instruction, Special Education, etc.):

"We have crossed Division lines and work closely with Vocational Rehabilitation, Special Education, Instruction, Administration, and Vocational-Technical Education. In fact, a task force with one representative from each of the above divisions working in an area of Pupil Personnel Services meets periodically to maintain open lines of communication."

"It is very difficult to submit evidence of the improved communication within the Department of Education and between the Vocational-Technical Division and the secondary school counselors. Counselors are beginning to see the Vocational Guidance Consultant as really interested in guidance and not just a salesman for vocational-technical education. Several letters to the Division have indicated that leaders among the secondary school counselors

feel communication has improved. This is the result of more than the efforts of the Consultant in Vocational Guidance; it involves a team effort including the Chiefs of the Instruction and Vocational-Technical Divisions, and the other State Guidance Consultant. We have also been encouraged and supported by the counselor educators at the University."

c. Revision Of Counselor Certification Standards:

"I was Chairman of the state committee to develop certification procedures for elementary school counselors and within that effort was able to include a "Theory of Vocational Development" course as being germane to a counselor at that setting and level. The Seminar gives me evidence and support for presenting the thesis that vocational development is a significant educational requirement for elementary school counselors."

"Study sessions are in process which include counselor educators, guidance supervisors, and state consultants meetings to discuss modifications in the content of preparation programs as well as changes in certification requirements. The seminar contributed models for modifying counselor preparation programs."

Not discussed previously in this summary, but mentioned in almost every state follow-up report or letter of transmittal was either a sincere statement of appreciation for the opportunity to participate

in the Seminar or an appeal for similar opportunities in the near future. It appears obvious from the reports that guidance specialists on the staffs of state departments of education feel a need for regular personal contact with their counterparts in other states, structured to provide for an exchange of productive ideas. Although two other national seminars* have resulted, at least in part, from recommendations of the Marquette Seminar, nothing has been done to establish an on-going series of regional or national meetings for state staff members. This remains an unmet need. It can be met to a limited extent if <u>all</u> states regularly exchange copies of <u>all</u> publications with <u>all</u> other states. It is felt that the follow-up study has definitely confirmed the value of the Seminar. The need for "more of the same" remains.

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*National Seminar on Vocational Guidance, Columbia, Missouri, August 20-25, 1967 and Vocational Development Seminar, West Georgia College, August 18-23, 1968.